

Curriculum Policy

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School:	<i>All</i>
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2. Issue and Revision History

Issue	Description	Author	Effective Date
1.0	Initial Release	D. Payne	01/08/18
1.1	Annual Review	O. Howell	15/10/21
1.2	3 Summary - updated 6 Scope - added references to 3 new policies 8.1 Updated 8.2 Equality and Diversity - added protected characteristics	O. Howell	07/02/22
1.3	3 Summary - Updated to include Boxall Profiling 8.3 Roles and responsibilities update to include Boxall profiling and reporting 8.1 Curriculum Aims - updated 8.4.1 Curriculum Plans - reference codes updated 8.4.2 Timetables - updated 8.4.2.1 Carousel learning - changed to Vocational Carousel with update 8.4.2.2 Topic Learning - Added 8.4.2.3 Form time - Added 8.4.3 Grouping - Updated	O. Howell	04/03/22
1.4	3 Summary - updated to include Vocational Carousel and Esport 8.4.1 Curriculum plans - updated 8.4.2 Timetable - updated 8.4.3 Monitoring Standards - added 8.4.3.1 Observations - updated 8.4.3.2 Additional Work Scrutiny checks - updated 9 Metrics - updated	O. Howell	01/09/22
1.5	Policy Update 8.3.5 Head of Schools, Subject leads and Tutors responsibilities - Updated 8.4.2 Timetables - Updated 8.4.3 Grouping - Frequency of lessons updated.	O. Howell	01/01/23
1.6	Policy update Summary - vocational offer to include Business	O. Howell	28/08/23

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	8.3.2 updated to include delivery support intranet 8.3.5 removal of subject lead role 8.4.1 Curriculum plans - removal of topic learning 8.4.4.2 - updated - removal of topic learning and added curriculum collapse down events		
1.7	Annual update 3 - Summary - updated to include literacy 6 - Scope - updated policies to support curriculum policy to include Literacy policy 7 - definitions - Updated to include Independent Special School - ISS 8.4.1 - Curriculum plans - Updated to include literacy 8.4.3- Grouping - updated to include literacy	O. Howell	12/07/2024
1.8	Annual Update 3 Summary - Updated removal of topic 8.4.2.2 Curriculum Collapse-down Events updated to include new curriculum drop down themes 8.4.2.2 Form time updated to include reading for pleasure 8.4.3 Grouping updated 9. Metrics - updated	O. Howell	17/08/2025
2.0	Annual review and substantial policy restructure. • Summary and purpose revised to reflect a Group curriculum framework with mandatory expectations and school-level personalisation. • Policy ownership, definitions, statutory references and supporting policy links updated. • School-specific Curriculum Intent Statements introduced, supported by an implementation checklist in Appendix A. • Previous prescribed timetabling, grouping and vocational delivery arrangements replaced with expectations for curriculum entitlement, rationale, sequencing and progression. • Provision for English, mathematics and science clarified; expectations for reading, literacy, communication, personal development, vocational learning and careers strengthened. • Attendance, re-engagement, personalised pathways and adaptive teaching addressed explicitly. • Safeguarding, PSHE/RSE, online safety, equality, diversity and inclusion strengthened; enrichment requirements updated.	S. Whittingham	13/10/2026

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	• Roles and responsibilities revised; quality assurance, curriculum impact evaluation and Group metrics expanded. • Quality records and supporting implementation documents updated.		

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3. Summary

Educ8 is committed to providing a broad, balanced and ambitious curriculum that supports academic achievement, vocational learning and personal development. The curriculum builds on learners' individual starting points, supports re-engagement with education and prepares them for adulthood and positive destinations in further education, employment or training.

This policy sets out mandatory curriculum expectations across the Educ8 Group. Each school will develop a school-specific Curriculum Intent Statement explaining its curriculum offer, rationale and implementation. Schools may adapt subjects, qualifications, pathways, sequencing and enrichment to reflect learner needs and local circumstances, while maintaining curriculum ambition and entitlement.

The curriculum includes appropriate provision for English, mathematics and science, alongside reading, literacy and communication, personal development, vocational learning and wider experiences. It promotes spiritual, moral, social and cultural development, British Values, equality, diversity and inclusion. Careers education, practical learning and enrichment help learners develop confidence, resilience, independence and aspirations.

Safeguarding is embedded through age-appropriate teaching about relationships, health and wellbeing, online safety and recognising and responding to risk. Adaptive teaching, targeted interventions and personalised pathways support learners with special educational needs and disabilities, social, emotional and mental health needs, and disrupted educational experiences.

Schools will sequence learning coherently and use assessment to inform teaching, intervention and progression. Curriculum effectiveness will be evaluated through learner achievement, reading and literacy progress, attendance and engagement, personal development and destination outcomes. School quality assurance and Group evaluation will inform continuous improvement.

4. Document Release

This document has been reviewed in accordance with the Educ8 Quality System and the requirements of this policy/procedure. Staff have been made aware of its

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issue, including any updates/amendments to its contents and where necessary appropriate training has been provided to those staff.

Where policies are available for download online, the previous version is removed and this new version replaces it.

The release of this document is indicated by the effective date.

5. Purpose

The purpose of this policy is to:

- Ensure compliance with the Independent School Standards;
- Clarify Educ8 Group curriculum expectations;
- Allow individual schools flexibility in curriculum implementation;
- Separate strategic curriculum intent from operational delivery; and
- Create consistency across the Group while allowing contextualised practice.

6. Scope

This policy has due regard to:

- Independent School Standards Regulations 2014;
- Equality Act 2010;
- Keeping Children Safe in Education (KCSIE 2026);
- SEND Code of Practice 0 -25 years;
- Children and Families Act 2014;
- Careers Guidance and Provider Access requirements
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2026
- Prevent Duty Guidance; and
- Ofsted's Education Inspection Framework
- Working Together to Safeguard Children 2026

Educ8 is committed to delivering a broad, balanced and ambitious curriculum that meets the needs of all learners.

The curriculum is designed to:

- Support academic, vocational and personal development

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- Re-engage learners with education
- Prepare learners for adulthood and positive destinations
- Develop confidence, resilience and independence
- Promote equality, diversity and inclusion
- Support learners with SEND and SEMH needs
- Prepare learners for life in modern Britain

This policy should be read alongside:

- SEND Policy;
- Assessment Policy;
- PSHE/RSE Policy;
- Behaviour Policy;
- Safeguarding and Child Protection Policy;
- Literacy Policy;
- Equality and Diversity Policy;
- Careers Education, Information, Advice and Guidance (CEIAG) Policy; and
- Individual School Curriculum intent Statements.

7. Definitions and Acronyms

Delivery Staff	Staff employed by Educ8 to provide instruction and teaching
Learners	All students, participants and users of Educ8 learning programmes. Generally these are under 18 years of age.
School	An Educ8 educational provision registered as an independent school or as an unregulated alternative provision.
SLT	Senior Leadership Team
Head of School	Headteacher with management and leadership responsibility for an Educ8 school.
Executive Board	Body responsible for governing the organisation by setting strategic direction, providing constructive challenge and support, seeking independent assurance, overseeing organisational risk and holding the Executive Leadership Team to account for delivery.

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CPD	Continued Professional Development
FE	Further Education
ISS	Independent Special School

8. Policy

8.1 Curriculum Non-negotiables

Every Educ8 school must ensure that its curriculum:

1. Is broad, balanced and ambitious.
2. Is appropriate to learners' starting points and individual needs.
3. Provides appropriate challenge and progression.
4. Includes appropriate provision for English, mathematics and science.
5. Develops reading and literacy.
6. Provides meaningful personal development.
7. Provides appropriate vocational and employability opportunities.
8. Supports preparation for adulthood and positive destinations.
9. Provides appropriate careers education and guidance.
10. Is inclusive and appropriately adapted for SEND.
11. Has coherent sequencing and progression.
12. Uses assessment to inform teaching and intervention.
13. Provides enrichment and wider experiences.
14. Is evaluated through evidence of implementation and impact.

8.2 School-Level Curriculum Personalisation

Each Educ8 school will develop a school-specific Curriculum intent Statement based upon this Group Curriculum Policy.

Schools may adapt curriculum content, subject offer, qualifications, vocational pathways, sequencing and enrichment to reflect:

- learner cohort and starting points;
- SEND and additional needs;
- prior educational experience;

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- local context;
- learner interests and aspirations;
- local employment and progression opportunities;
- staffing and specialist expertise;
- available resources and facilities.

Such adaptation must remain consistent with the mandatory expectations contained within this Group Curriculum Policy and must not reduce curriculum ambition or entitlement.

8.3 Curriculum Intent and Rationale

The curriculum has an important role in safeguarding learners. Through appropriately sequenced teaching, learners will be supported to recognise risk, understand healthy and unhealthy relationships, know how to seek help and develop the knowledge and confidence required to keep themselves and others safe.

Educ8 recognises that previous educational disruption, SEND, social and emotional needs, behaviour, low attendance or previous exclusion should not determine a learner's future potential.

The curriculum should provide appropriate ambition and challenge from each learner's starting point and support progression to further education, employment, training and adult life.

Each school should explain:

- why its curriculum is structured in its particular way;
- how it supports learner engagement;
- how it supports attendance and re-engagement;
- how it prepares learners for adulthood;
- how it supports personalised learning pathways; and
- how curriculum decisions reflect learner need.

Required School-Level Content

The school should explain:

- Re-engagement through curriculum;

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- Personalised learning pathways;
- Preparation for adulthood;
- Literacy and communication development; and
- Vocational and employability skills.

8.4 Curriculum Structure and Entitlement

The curriculum is structured around the Educ8 Group curriculum areas applicable to its learners and context.

These may include:

- English;
- Mathematics;
- Science;
- Personal Development;
- Vocational Learning;
- SMSC Development;
- Sport and Recreation;
- Human and Social Education; and
- Aesthetic and Creative Education.

The school must clearly identify its curriculum entitlement, including the subjects, qualifications, learning programmes and wider experiences available to learners.

8.4.1 Core Subjects

The school delivers the following core curriculum areas.

English and Literacy

The school should identify:

- qualifications delivered;
- reading interventions;
- literacy strategies;
- reading for pleasure opportunities; and

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- use of the Educ8 Group reading intervention programme, including 'That Reading Thing', where appropriate.

Mathematics

The school should identify:

- qualifications delivered;
- Functional Skills provision, where applicable;
- numeracy interventions; and
- wider mathematical application.

Science

The school should identify:

- qualifications delivered;
- practical learning opportunities;
- vocational science opportunities; and
- curriculum links.

8.4.2 Personal Development

RSE and wider Personal Development content should be age-appropriate, developmentally appropriate, inclusive and responsive to learner need. Teaching should be carefully sequenced and delivered within a safe and supportive environment, recognising that curriculum content may prompt safeguarding disclosures. This policy does not replace each school's separate statutory RSE Policy and associated arrangements.

Personal Development provision should support learners to develop the knowledge, understanding and skills required to keep themselves and others safe, form healthy and respectful relationships, make informed decisions and prepare for adulthood and life in modern Britain. Provision should include, as appropriate to learners' age and stage, RSE; physical health and mental wellbeing; consent and boundaries; healthy and unhealthy relationships, including coercive and controlling behaviour; online relationships and harmful online content; exploitation and grooming;

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equality, diversity and protected characteristics; citizenship and British Values; careers education; and preparation for adulthood.

Each school will highlight their own curriculum intent in relation to the following:

- PSHE/RSE;
- Careers Education;
- online safety;
- British Values;
- emotional wellbeing;
- healthy lifestyles;
- citizenship; and
- preparation for adulthood.

Each School will identify:

- curriculum model;
- topics covered;
- external agencies used;
- careers guidance opportunities;
- employer encounters; and
- work experience opportunities.

8.4.3 Vocational Learning

Schools should identify:

- vocational pathways offered;
- qualifications available;
- employability opportunities;
- practical learning opportunities; and
- preparation for adulthood.

Schools should explain:

- why subjects and pathways are offered;
- how learner interests are considered; and
- how local employment and progression opportunities are considered.

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8.4.4 SMSC Development

The school should explain how it promotes:

- spiritual development;
- moral development;
- social development; and
- cultural development.

Examples may include:

- assemblies;
- discussion and debate;
- community projects;
- charitable events;
- trips and visits; and
- awareness events.

8.4.5 Human and Social Education

The school should explain how learners develop understanding of:

- society;
- communities;
- relationships;
- diversity and equality;
- citizenship; and
- the wider world.

8.4.6 Aesthetic and Creative Education

The school should explain opportunities for:

- creative expression;
- art and design;
- performance;
- creative projects; and
- cultural experiences.

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8.5 Curriculum Sequencing and Progression

The school curriculum is designed to:

- build knowledge and skills over time;
- support progression from learners' starting points;
- develop independence and confidence; and
- prepare learners for their next steps in education, employment or training.

Schools will outline:

- curriculum sequencing;
- long-term planning;
- accreditation pathways;
- progression routes; and
- how gaps in learning are identified and addressed.

Reference will be made, where appropriate, to:

- curriculum maps;
- schemes of work; and
- subject sequencing documents.

8.6 Reading, Literacy and Communication

Educ8 recognises the importance of reading, literacy and communication across the curriculum.

The school will:

- assess learner reading ability;
- identify learners requiring intervention;
- deliver targeted literacy support;
- promote reading fluency and comprehension;
- encourage reading for pleasure; and
- monitor reading progress regularly.

Schools will identify:

- reading interventions used;
- reading opportunities;
- literacy across the curriculum;

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- reading for pleasure initiatives; and
- assessment arrangements.

8.7 Attendance, Re-engagement and Personalised Pathways

The curriculum is designed to support learner engagement, attendance and successful reintegration into education.

The school will:

- provide personalised curriculum pathways;
- adapt learning to individual learner need;
- support learners with disrupted education;
- work collaboratively with families and external agencies;
- use vocational and practical learning to increase engagement; and
- support social, emotional and behavioural development.

The school may work with:

- Local Authorities;
- health and mental health services;
- Social Care;
- Youth Services;
- careers providers;
- external alternative provision partners; and
- other specialist agencies.

Schools should evaluate whether the curriculum is contributing positively to learner attendance and engagement and should adapt provision where evidence indicates that curriculum design or delivery is creating barriers to participation.

Learner voice, aspirations, lived experience and feedback should inform curriculum review and development, while not limiting curriculum ambition or entitlement.

8.8 Curriculum Enrichment and Wider Experiences

The school delivers curriculum enrichment and wider experiences throughout the academic year.

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These experiences support:

- SMSC development;
- British Values;
- cultural capital;
- literacy and reading;
- careers education;
- personal development; and
- community engagement.

Examples may include:

- Black History Month;
- World Mental Health Day;
- World Book Day;
- Careers Week;
- Remembrance activities;
- environmental awareness events;
- charitable activities;
- community projects;
- trips and visits; and
- DEAR (Drop Everything and Read) events.

As a minimum, schools will provide:

- three charitable or community events annually;
- three curriculum-based trips, visits or external experiences annually; and
- opportunities to explore local, national and global issues.

Schools may use different models of enrichment, including collapse-down or themed curriculum days, provided that these support the curriculum intent and Group expectations.

8.9 Equality, Diversity and Inclusion

The curriculum will promote an inclusive and anti-discriminatory culture in which learners develop understanding and respect for difference and protected characteristics. Racism, faith-targeted abuse, prejudice, discrimination and other harmful attitudes will be recognised, challenged

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and addressed appropriately through curriculum and wider school practice.

All our schools are committed to:

- equality of opportunity;
- inclusive curriculum delivery;
- respect for protected characteristics;
- promoting diversity and tolerance; and
- preventing discrimination.

The curriculum will actively promote:

- mutual respect;
- equality;
- diversity;
- respectful relationships; and
- understanding of modern British society.

8.10 Online Safety

Online safety education should also address, in an age-appropriate way, online consent and relationships; online harassment; privacy and personal information; grooming, exploitation and coercion; harmful and inappropriate content; misinformation and disinformation; image sharing, including consensual and non-consensual sharing; artificial intelligence and emerging technologies where relevant; and how and where learners can seek help.

Online safety is taught through the PSHE/RSE curriculum and wider safeguarding curriculum.

Learners are taught about:

- safe use of technology;
- social media risks;
- cyberbullying;
- online relationships;
- digital footprints;
- online exploitation risks;
- misinformation; and

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- online influence.

8.11 Teaching and Learning

Adaptations should enable access to an ambitious curriculum rather than unnecessarily narrowing curriculum entitlement. Staff should have regard to identified SEND, EHCP outcomes and any reasonable adjustments required for individual learners.

The school uses teaching approaches that:

- support learner engagement;
- adapt to individual need;
- promote positive relationships;
- develop independence and resilience; and
- support learners with SEND and SEMH needs.

The school will identify its approach to:

- adaptive teaching;
- behaviour support;
- trauma-informed practice;
- assessment;
- intervention; and
- supporting individual learning needs.

8.12 Assessment, Monitoring and Curriculum Impact

Curriculum impact should be evaluated through a range of evidence.

Academic

- progress from starting points;
- knowledge and skills;
- qualifications;
- reading;
- English; and
- mathematics.

Engagement

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- attendance;
- participation;
- behaviour; and
- re-engagement.

Personal Development

- independence;
- confidence;
- resilience;
- personal development; and
- careers readiness.

Destination

- progression to education;
- employment;
- training;
- apprenticeships; and
- other positive destinations.

Assessment information will be used to inform teaching, intervention, curriculum planning and individual learner pathways.

9. Roles and Responsibilities

9.1 Head of School

The Head of School is responsible for:

- curriculum implementation;
- curriculum quality assurance;
- monitoring learner outcomes;
- staffing and curriculum planning; and
- curriculum compliance.

9.2 Teaching Staff

Teaching staff will:

- deliver the curriculum effectively;

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- monitor learner progress;
- support learner engagement;
- promote SMSC and British Values; and
- maintain appropriate assessment records.

9.3 Learners

Learners are expected to:

- engage positively with learning;
- participate in school activities; and
- respect others.

9.4 Parents/Carers

Parents/carers are expected to:

- support learner engagement;
- work collaboratively with the school; and
- attend review meetings where possible.

10. Quality Assurance

Quality assurance should focus on the effectiveness and impact of curriculum implementation and should triangulate evidence from:

- curriculum documentation;
- learner work;
- assessment information;
- learner voice;
- staff voice;
- observation;
- attendance;
- behaviour; and
- learner outcomes.

The school monitors curriculum quality through:

- learning walks;
- work scrutiny;

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- curriculum reviews;
- learner voice;
- attendance monitoring;
- progress reviews;
- QA visits; and
- staff CPD.

11. Group Metrics & Evaluation

The effectiveness of the Group Curriculum Policy will be monitored through a combination of quantitative and qualitative measures.

Learner Outcomes

- learner progress;
- accreditation outcomes;
- qualification outcomes;
- positive destinations.

Attendance and Engagement

- attendance improvement;
- learner engagement;
- behaviour monitoring;
- re-engagement.

Personal Development

- participation in enrichment and curriculum events;
- learner voice;
- careers participation;
- preparation for adulthood.

Reading and Literacy

- reading intervention impact;
- literacy progress;
- reading attainment and progress.

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Quality Assurance

- curriculum monitoring activities;
- QA outcomes;
- staff CPD and development.

Group-level evaluation will be used to identify strengths, areas for improvement and priorities for curriculum development across Educ8.

12. Quality Records

The following Quality Records shall be generated and managed in accordance with Doc. 10:

Required Record	Custodian
Completed Timetables	Head of School
Completed Curriculum Plans	Head of School
Curriculum Maps	Curriculum Lead
Schemes of Work	Teaching Staff
Assessment Records	Teaching Staff
Reading Intervention Records	Literacy Lead
Learner Progress Reviews	Teaching Staff
Enrichment Event Records	Head of School
Careers Records	Careers Lead
QA Monitoring Records	SLT

13. Form(s)/Template(s)

The following documents support implementation of this policy:

Form Number	Title
T0108QT	School Curriculum Intent Statement
N/A	Long term curriculum plan
Arbor	Intervention Record (On Arbor)

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Individual schools may develop additional curriculum documents where required by their context or curriculum model

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Appendix A

School Curriculum Intent Statement

Each school should use the [Curriculum Intent Statement](#) to demonstrate how the Group Curriculum Policy has been implemented within its own context.

The checklist should confirm:

- curriculum intent;
- curriculum entitlement;
- curriculum structure;
- curriculum sequencing;
- English and mathematics;
- science;
- reading and literacy;
- personal development;
- vocational learning;
- careers education;
- preparation for adulthood;
- SEND adaptation;
- equality, diversity and inclusion;
- online safety;
- teaching and learning;
- assessment;
- enrichment and wider experiences;
- attendance and re-engagement;
- learner outcomes;
- destination outcomes; and
- quality assurance.